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ABSTRACT

The essential skills in the dramatic arts for K-12 students as promulgated by the State of Arizona are presented. Three goals are identified for all students: (1) create drama through artistic collaboration; (2) form aesthetic judgments; and (3) relate dramatic arts and its significant works to its social and historical context. The ways in which these goals are to be met at the various grade levels (K-3, 4-6, 7-8, 9-12) are identified; the essential skills students need to develop are outlined; and suggestions for teachers in making student evaluations are put forth. Ongoing personal and interpersonal behaviors to be cultivated at all grade levels also are identified. A glossary of dramatic arts terms and a 92-item bibliography are included. (DB)

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ARIZONA DRAMATIC ARTS ESSENTIAL SKILLS

SO 021 024

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ARIZONA

ESSENTIAL SKILLS

FOR

PERFORMING ARTS

K-12

DRAMATIC ARTS

1990

Arizona Department of Education
C. Diane Bishop
State Superintendent of Public Instruction

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FOUNDATION STATEMENT

The Arts are Humanity's most essential and most universal language, providing us with metaphors to explore and understand the human condition. Drama, of all the arts, most closely represents life, for it reveals human experience through interacting characters who create change. The very nature of the Dramatic Arts is creation through collaboration, encouraging us to share thoughts and feelings, to explore universal concerns, and to renew the spirit.

Every child needs the experience of the Dramatics Arts as a serious study. It cannot be learned through casual or sporadic experiences. The Dramatics Arts as a study must be a regular part of public education, having a curriculum of clearly defined objectives based on the discipline of theatre. While it can be a vehicle for the integration of all the arts as well as many areas of the academic curriculum, the integrity of the art form must be maintained.

The study of the Dramatics Arts begins with a focus on process and, as the student develops, becomes more directed toward production while maintaining its process base. The dynamic nature of the process and product of the Dramatics Arts is intrinsic to education.

Dramatics Arts:

- provides an opportunity for personal artistic fulfillment
- transmits cultural heritage through an understanding of the role of theatre in society
- creates a foundation for lifelong learning and artistic appreciation
- enhances and enriches learning in all curricular areas

When we teach children these essential skills, we help them to see that their personal vision has the power to transcend daily matters. This is the greatest gift we can offer.

GOALS

Goal I: Create Drama Through Artistic Collaboration

Goal II: Form Aesthetic Judgments

Goal III: Relate Dramatic Arts and its Significant Works to its Social and Historical Context

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The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
Personal and Interpersonal Behaviors	1. Group Interaction	a. cooperate with others	use direct questioning of class
		b. listen and respond to the ideas of others	observe and record the verbal and nonverbal response of students
		c. respect the space of others	elicit oral self-evaluation from students
		d. positively interact with peers in drama activities and scenes	observe with a checklist
		e. use problem-solving skills to reach consensus	use student-completed checklist
			conduct informal interviews of individual students
	2. Individual Growth	a. follow class directions and rules	use direct questioning of class
		b. volunteer and participate appropriately in drama activities and scenes	observe and record the verbal and nonverbal response of students
		c. show respect for others' feelings by carefully phrasing evaluative comments	elicit oral self-evaluation from students
		d. respond appropriately to constructive criticism	observe with a checklist

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
	2. Individual Growth (continued)		use student-completed checklist facilitate class critiques through audiovisual recording conduct informal interviews of individual students
	3. Audience Skills	a. respect others by listening to and watching their presentations b. demonstrate appropriate audience etiquette	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist conduct informal interviews of individual students

GRADE: K-3 Goal I - Create Drama Through Artistic Collaboration

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/playwriting stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or cultural artifact, music, selected stage properties or costume pieces	1. structure of action	a. create and play the action of a drama episode* (e.g., what people do) b. identify and play the beginning, middle, and end and problem (conflict) of the drama episode	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

*Drama episodes (pantomime or dialogued)
1. simultaneous solo play
2. simultaneous paired play
3. simultaneous small group (3-5) play
4. whole group guided by teacher

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Playmaking/playwriting (continued)	2. character	a. create and portray identifiable stereotyped character (e.g., mama bear, the kindly doctor) in a drama episode	
		b. create and portray characters for a specific action in a drama episode	
	3. environment	a. establish the imagined place (setting) of the episode	
		b. establish and incorporate the major feeling (mood) of the place (setting)	
	4. format	a. identify play format (character separation)	
		b. write in play format	
	5. meaning	a. tell what the scene is about	
		b. tell how the scene relates to their lives	

GRADE: K-3 Goal I - Create Drama Through Artistic Collaboration

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or cultural artifact, music, selected properties, or costume pieces	1. dramatic skills a. sensory perception	a. identify and incorporate the five senses in a drama episode b. recall and apply objects/events seen, heard, felt, tasted, smelled to a drama episode	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing (continued)	1. dramatic skills (continued)		
	b. voice and language	a. select and apply appropriate vocal sounds to depict environment for a drama episode (e.g., a quiet rain, a haunted house)	
		b. use dialogue to tell the story during an improvised scene	
		c. use vocal elements (e.g., pitch and volume) to develop and depict a character (e.g., a big bear, a mother, a troll)	
	c. movement	a. identify and isolate body parts in movement	
		b. observe and follow rhythmic patterns	
		c. use physical action to create characters through pantomime	
		d. portray a variety of animals and people	
		e. express occupational roles through movement	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing (continued)	2. development of character		
	a. imaging/ imagination	a. describe a mental image (e.g., my dog is small, brown, soft and has a pink tongue and black nose) from personal experience	
		b. enact a mental image through movement and/ or vocalization	
	b. emotional recall	a. recall and describe feelings related to own experiences	
		b. identify and enact feelings of a character(s) (e.g., happy, sad)	
		c. create and play situations which cause emotional reactions (e.g., lost in a store, a birthday)	
	c. character choices	a. choose and incorporate movement and voice to play a character (e.g., a troll, a busy store, clerk) in a drama episode	
		b. show what the character wants (objectives) in a drama episode	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing (continued)	3. dramatization/ enactment	a. respond with appropriate dialogue to teacher who is playing in-role*	
		b. respond with appropriate dialogue to a partner in a drama scene	
		c. demonstrate appropriate dialogue and movement of a character in a story	
		d. create a dramatic episode through cooperation, collaboration and shared playing	

*Playing in-role: The teacher plays a character within the drama interacting in character with the children

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Design/Production stimulus: a classroom improvisation, story, or poem	1. environment	a. identify and describe the imaginary time and place of the dramatic activity b. identify and describe the mood of the dramatic activity	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students
	2. scenery/ properties	a. identify actual properties needed for action (e.g., a throne, a wand, a door) b. use articles or furniture to define the playing space (e.g., a classroom chair for a throne, a map pointer for a wand, a table edge for the edge of a door frame)	observe with a checklist use student-completed checklist review student responses written, oral, or visual
	3. costumes	a. describe appearance of a specific character (e.g., clothing, age or occupation) b. select appropriate clothing pieces for the character (e.g., a hat, scarf) c. describe how choices helped create the character	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
C. Design/production (continued)	4. lighting/sound	a. describe light and sound qualities for the scene (e.g., it is dark, the wind is blowing)	
		b. use appropriate lighting for the activity (e.g., curtains closed or opened, lights on or off)	
		c. produce sounds by various means to create the mood of the environment and to accompany dramatic activity (e.g., recordings, percussive instruments, snapping fingers, stomping feet)	

GRADE: K-3 Goal II - Form Aesthetic Judgments

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama stimulus: a classroom drama episode	1. perception	a. tell how the drama was the same and different from real life b. identify and describe characters c. identify the problem (conflict) of the drama d. describe the sequence of the action e. paraphrase what the character said	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Classroom Drama (continued)	2. response	a. tell what they liked about the scene	
		b. tell how the scene or characters made them feel	
	3. evaluation	a. improvisation/story dramatization, etc.	
		1) evaluate characterization. Was the movement appropriate? Did the dialogue tell the story?	
		2) suggest ways to improve the scene (e.g., more believable character, different beginning or ending, clearer dialogue)	
		3) determine the appropriateness and spontaneity of dialogue	
		4) determine the appropriateness of sequence of the dramatization	

GRADE: K-3 Goal II - Form Aesthetic Judgments

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Drama Events stimulus: an age-appropriate dramatic performance (e.g., play, puppet show, filmed drama, televised drama, story-teller)	1. perception	a. identify and describe the characters	use direct questioning of class
		b. identify the problem (conflict of the drama)	observe and record the verbal and nonverbal response of students
		c. describe the sequence of action	
		d. describe the environment (e.g., setting, costumes, lights, sound)	elicit oral self-evaluation from students
		e. tell how the dramatic performance was like real life and different from real life	observe with a checklist
			use student-completed checklist
		f. tell what is the same and different about seeing a live performance, a television drama, and a film	facilitate class critiques through audiovisual recording
	2. response	a. demonstrate appropriate audience etiquette (e.g., listen, respond, clap)	review student responses written, oral, or visual
		b. describe the reaction of self and others to the performance	conduct informal interviews of individual students
		c. tell how the event made them feel	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Drama Events (continued)	3. evaluation	a. tell how the setting, props, lights contributed to the mood of the play	
		b. tell how costumes helped define character	
		c. tell what the actors did to make the character seem believable (e.g., gestures, voice)	

GRADE: K-3 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Personal Meaning stimulus: a classroom drama experience (e.g., playing of a story or scene, reading of a script) or attendance at a theatrical event	1. perception of self	a. tell about personal feelings similar to those of a character in the play (e.g., being afraid, happy, angry, sad) b. relate problems of characters to real life problems (e.g., dealing with loss, fighting with friends, choosing a pet) c. discuss own contributions to the planning and enactment d. discuss how own ideas and enactment could be different or better	observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students use student-completed checklist review student responses written, oral, or visual conduct informal interviews of individual students
	2. perception of others	a. relate character problems to those of friends and family b. relate character feelings to those of friends and family c. discuss the value of classmates' contributions to the drama (e.g., that was a good idea, they helped us plan)	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning stimulus: a dramatic situation based on cultural themes (e.g., neighborhood, community, multiethnic cultures)	1. community awareness	a. describe how characters in the drama are similar to and different from real people in own community b. discuss how situations in the drama are the same and different from real situations in own community c. discuss the customs and celebrations of the various ethnic groups in the American culture	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students
	2. global awareness	a. describe the location and setting of a folk tale (e.g., landscape, house, animals) b. tell about stories from other countries	

GRADE: K-3 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Historical and Modern Works stimulus: folk and fairy tales and dramatic literature told or dramatized from various cultures (e.g., German, American, African, Chinese, Hispanic)	1. dramatic elements	a. discuss the people (characters), place (setting) and problem (action and sequence of events) b. discuss how life was different in the story than in real, modern life (e.g., shoemakers repair shoes today, but shoes are made by machines. We haven't heard of any elves helping out the local shoemaker recently) c. discuss the universal theme (e.g., it is as important to be kind and help others today as it was when "The Elves and the Shoemaker" was first told)	use direct questioning of class observe and record the verbal and nonverbal response of students review student responses written, oral, or visual conduct informal interviews of individual students
	2. cultural elements	a. discuss the people (characters), place (setting) and problem (action and sequence of events) b. discuss what the people (characters) in the story do that is the same or different from what people in the community do c. discuss the theme—what can be learned from the people's (character's) actions	

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
Personal and Interpersonal Behaviors	1. Group Interaction	a. cooperate with others	use direct questioning of class
		b. listen and respond to the ideas of others	observe and record the verbal and nonverbal response of students
		c. respect the space of others	elicit oral self-evaluation from students
		d. positively interact with peers in drama activities and scenes	observe with a checklist
		e. use problem-solving skills to reach consensus	use student-completed checklist
			conduct informal interviews of individual students
	2. Individual Growth	a. follow class directions and rules	use direct questioning of class
		b. volunteer and participate appropriately in drama activities and scenes	observe and record the verbal and nonverbal response of students
		c. show respect for others' feelings by carefully phrasing evaluative comments	elicit oral self-evaluation from students
		d. respond appropriately to constructive criticism	observe with a checklist

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
	2. Individual Growth (continued)		use student-completed checklist facilitate class critiques through audiovisual recording conduct informal interviews of individual students
	3. Audience Skills	a. respect others by listening to and watching their presentations b. demonstrate appropriate audience etiquette	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist conduct informal interviews of individual students

GRADE: 4-6 Goal I - Create Drama Through Artistic Collaboration

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/Playwriting stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or cultural artifact, music, selected stage properties or costume pieces	1. structure of action	a. create and play appropriate sequence of events to illustrate the dramatic action (problem and obstacles) b. depict events that change expository material into action that demonstrates cause and effect (e.g., an article about a giant snake captured in the city is enacted with characters, who object to the capture, who approve the capture, and those who capture the snake in the environment of a backyard porch) c. experiment with drama with random sequence of events (e.g., an article on worker's strike is enacted with characters that are striking, while mountain climbers reach the peak of Mt. Everest and Michael Jackson scores a triumph in Russia)	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Playmaking/Playwriting (continued)	2. character	a. identify, create and portray characters appropriate to the scene	
		b. employ dialogue suggestive of specific characters, or dialect, stereotype, gender, occupation, word choice	
		c. evaluate effectiveness of choices made (e.g., does the dialogue tell the story and sound like the character?)	
	3. environment	a. establish and incorporate the physical setting through dialogue and action	
		b. establish and incorporate the mood of the scene through dialogue and action	
		c. include character and setting description and simple stage direction in scriptwriting	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Playmaking/Playwriting (continued)	4. meaning	a. differentiate plays, scripts from other literary forms	
		b. identify the theme	
		c. relate the theme to real-life event	
		d. illustrate how the elevation of language heightens action	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting	1. dramatic skills		use direct questioning of class
	a. sensory perception	a. observe and describe physical characteristics of self and others	observe and record the verbal and nonverbal response of students
		b. recall reactions of self and others to specific sensory stimuli (e.g., being thirsty and very hot)	elicit oral self-evaluation from students
		c. apply reactions of self and others in characterization (e.g., being lost in the desert)	observe with a checklist
			use student-completed checklist
			facilitate class critiques through audiovisual recording
			review student responses written, oral, or visual
			conduct informal interviews of individual students

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing/Acting (continued)	I. dramatic skills (continued)		
	b. voice/ language	a. use relaxation techniques to relieve vocal tension	
		b. describe/demonstrate one of the following: volume, pitch, rate for specific character or selection	
		c. articulate clearly	
		d. select language appropriate to improvised scene and character	
		e. project voice to appropriate volume	
	c. movement	a. pantomime animate and inanimate objects	
		b. communicate general physical characteristics and mood of a character through movement	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing/Acting (continued)	2. development of character		
	a. imaging/ imagination	a. describe an imagined mental image (e.g., a gentle old women playing with her grandchild, Daniel Boone stalking a deer)	
		b. enact character images through movement, sound and language (e.g., the grandmother softly telling a story to her grandchild)	
	b. emotional recall	a. compare or contrast recalled and observed emotion (e.g., pleasant experience with parents and grand-parents, other parents playing with their children)	
		b. create and play situations which cause specific reactions in a character (e.g., the graveyard at midnight causes anticipation and fear)	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing/Acting (continued)	2. development of character (continued)		
	c. character choices	a. depict character objective (e.g., what he or she wants) and motive (why he wants it) through voice and movement	
		b. depict how a character might move and gesture (e.g., suggest age, health, social status)	
		c. use appropriate language for the character and the scene (e.g., suggest education, emotional reaction)	
	3. dramatization/ enactment	a. improvise a character with dialogue and movement for a given scene	
		b. communicate the meaning of selected materials in an oral presentation (e.g., clear diction, some eye contact, pauses, and inflection underscoring meaning)	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Performing/Acting (continued)	3. dramatization/ enactment (continued)	c. develop appropriate character interaction through dialogue and movement	
		d. demonstrate how effective vocal quality and movement determine characterization	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Design/production stimulus: imagery, oral story, script, scenario, pictures	1. environment	a. recreate the imaginary time and space of a drama episode	use direct questioning of class
		b. determine visual and aural elements (e.g., colors, shapes, lines, sounds, music) that represent or communicate the feeling and mood of the environment of a drama episode	observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students
	2. scenery/ properties	a. identify necessary scenic elements and props (e.g., furniture, landscape buildings) and select classroom substitutes (e.g., tape on the floor for doors and windows)	observe with a checklist use student-completed checklist
		b. describe props necessary and representative of a specific character (e.g., cane, pipe, glasses) and select classroom substitutes	review student responses written, oral, or visual

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
C. Design/production (continued)	3. costumes/ makeup	a. identify characteristics of people by the clothes and makeup they wear	
		b. describe costumes and makeup appropriate for specific characters and select classroom substitutes	
	4. lighting/sound	a. identify necessary lighting and sound effects	
		b. create appropriate sound effects and suggest lighting	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama stimulus: an enacted drama episode or a piece of drama literature	1. perception	a. describe the structure of action, the characters and the environment of the drama b. describe how the performers used movement, voice and language to communicate their characters c. identify the meaning (theme) of the drama	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist
	2. response	a. describe how the scene/characters made them feel b. name the character(s) with whom they could identify and tell why	use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Classroom Drama (continued)	3. evaluation	a. discuss how the choices for the drama episode of action, characters and environment helped communicate the meaning (theme) of the drama	
		b. discuss the clarity of the character objectives (what they wanted) and motives (why they wanted it)	
		c. discuss the appropriateness of dramatic skills to express characters, action and environment	
		d. discuss the response of actors to other characters with appropriate movement, gesture and voice	
		e. discuss appropriateness and effectiveness of actor choices	
		f. discuss the effectiveness of design elements in communicating the environment, mood and meaning (theme) of the drama (e.g., selection of costume pieces, props, lighting, sound)	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Classroom Drama (continued)	3. evaluation (continued)	g. suggest changes that might make the drama episode more interesting (e.g., different choices of characters, different sequence, stronger climax, clearer ending)	
		h. discuss if and how the dramatic elements work together	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Theatrical Events stimulus: after viewing a performance	1. perception	a. name the main characters and describe the structure of action (e.g., conflict, beginning, middle, end; tension, random events) b. demonstrate recollection of and discuss the visual elements in the dramatic performance (e.g., sets, costumes, lights, special effects) c. discuss the genre (kind) of the play (e.g., realism, fantasy, comedy, serious play) dramatic performances d. compare and contrast different dramatic performances (e.g., live theatre, movies, puppet shows, television, drama) e. discuss the meaning (theme) of the play	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

GRADE: 4-6 Goal II - Form Aesthetic Judgments

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
B. Theatrical Events (continued)	2. response	a. respond in writing to dramatic performance	
		b. compare their response to a dramatic performance with the response of others	
	3. evaluation	a. identify the production elements that contributed to the mood and brought out the theme	
		b. identify what the actors did to make the characters appropriate to the style of the play	

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GRADE: 4-6 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Personal Meaning stimulus: a classroom drama experience script, play script, or attendance at a theatrical event	1. perception of self	a. describe how a character's approach to a problem was similar to or different from the way they have approached or would approach a comparable problem b. discuss how themes of different stories may be the same c. discuss how the theme may relate to their own life d. discuss one's own contributions to the group planning and enactment e. discuss how one's own contribution to the group effort could be strengthened	observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students use student-completed checklist review student responses written, oral, or visual conduct informal interviews of individual students

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	
A. Personal Meaning (continued)	2. perception of others	a. discuss how participating in or viewing of a drama may have enhanced one's own understanding of another person's point of view	
		b. discuss how several people may solve a given problem in different ways	
		c. discuss how classmates' ideas and cooperation contributed to the success of the drama	
		d. discuss how different group choices and cooperation could make the drama better	

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning stimulus: dramatic situations based on cultural themes (e.g., community, multiethnic, international)	1. community awareness	a. describe how dramatic situations enhanced their understanding of various ethnic groups in the community b. compare and contrast the ways various ethnic groups use dramatic activities to celebrate their uniqueness	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students
	2. global awareness	a. compare and contrast the concept of the hero/heroine in the literature of several cultures (e.g., Anansi the Spider and John Henry) b. describe the similarities of character types which appear in the literature of various countries (e.g., trickster, stepmother, wise person, foolish son, haughty princess) c. describe how geography influences the kinds of characters and situations revealed in the literature of various cultures (e.g., jungles, deserts, swamps, frozen tundra, mountains)	observe with a checklist use student-completed checklist facilitate class critiques through audiovisual recording review student responses written, oral, or visual conduct informal interviews of individual students

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GRADE: 4-6 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Historical and Modern Works:	1. dramatic elements	a. describe the action (identifying the obstacles and the sequence of events)	use direct questioning of class
stimulus: an enacted drama episode or a piece of dramatic literature		b. identify the objectives (what is wanted) and motives (why) of the main characters	observe and record the verbal and nonverbal response of students
		c. discuss how the characters change as a result of the action	review student responses written, oral, or visual
		d. identify the theme	conduct informal interviews of individual students
	2. cultural elements	a. discuss how the story reflects the lifestyle of the people (e.g., dirt floors, no television)	
		b. discuss how the folk literature represents its historical period (e.g., feudal systems, samurai)	
		c. discuss how theatre architecture and conventions influenced the dramatic elements of the play (e.g., the ancient Greek amphitheaters and Japanese Kabuki)	

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
Personal and Interpersonal Behaviors	1. Group Interaction	a. cooperate with others	use direct questioning of class
		b. listen and respond to the ideas of others	observe and record the verbal and nonverbal response of students
		c. respect the space of others	elicit oral self-evaluation from students
		d. positively interact with peers in drama activities and scenes	observe with a checklist
		e. use problem-solving skills to reach consensus	use student-completed checklist
			conduct informal interviews of individual students
	2. Individual Growth	a. follow class directions and rules	use direct questioning of class
		b. volunteer and participate appropriately in drama activities and scenes	observe and record the verbal and nonverbal response of students
		c. show respect for others' feelings by carefully phrasing evaluative comments	elicit oral self-evaluation from students
		d. respond appropriately to constructive criticism	observe with a checklist

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The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
	2. Individual Growth (continued)		use student-completed checklist facilitate class critiques through audiovisual recording conduct informal interviews of individual students
	3. Audience Skills	a. respect others by listening to and watching their presentations b. demonstrate appropriate audience etiquette	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist conduct informal interviews of individual students

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GRADE: 7-8 Goal I - Create Drama Through Artistic Collaboration

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/Playwriting stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or artifact, music, selected stage property, or costume pieces	1. structure of action	a. identify cause and effect in the action	question
		b. reenact scenes that incorporate alternative courses of action	observe use oral or written critique
		c. determine the believability of the logical growth of events in a scene	lead discussion
	2. character	a. describe a character's goal	question
		b. analyze how dialogue reveals character, fits the scene, and advances the plot	lead discussion
		c. define antagonist and protagonist, and identify each in literature	use written test question
		d. write dialogue which imitates real life	critique writing
		e. discuss the believability of characters	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/Playwriting (continued)	3. environment	a. describe how the settings contribute to the dramatic action	question
		b. describe how the setting creates the mood	
		c. discuss the believability of the environment	lead discussion
	4. meaning	a. use words that create images to evoke levels of meaning (e.g., ugly, feeble, dangerous)	use oral or written critique
		b. reflect on the application of themes to real life (e.g., peer pressure)	observe interview
	5. format	a. list and describe characters	question
		b. use dialogue in script form	utilize checklist
		c. use stage directions in appropriate places	utilize checklist

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting	1. dramatic skills		
stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or artifact, music, selected stage property, or costume pieces	a. sensory perception	a. communicate sensory impressions of real objects	observe critique
		b. communicate sensory impressions of imagined objects	critique
	b. voice/ language	a. select volume and rate appropriate to setting and occasion	critique
		b. employ relaxation, breathing, and body posture techniques in vocal development	critique
		c. use variety in rate, volume, pitch, and quality to project character interpretation	critique
		d. demonstrate breath control for effective phrasing, projection, and inflection	critique
	c. body/ movement	a. employ relaxation, body coordination, flexibility, and centering as the basis for creating movement	critique
		b. create mood through body movement	critique

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	1. dramatic skills (continued)		
	d. concentration	a. memorize a character's lines and cues	observe
		b. listen to others with an active mind and respond	observe
		c. stay in character regardless of the unexpected	observe
	2. development of character		
	a. imaging/ imagination	a. image self and others in specific situation	interview
		b. use imagination in creating new characters	observe
	b. emotional recall	a. identify emotionally with a character	observe interview
		b. transfer personal past emotional experiences to the creation of feelings in a character	interview

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	2. development of character (continued)		
	c. character choices	a. determine character qualities and motivations	use oral/written critique utilize checklist
		b. apply nonverbal elements to characterization	observe
		c. incorporate physical, emotional dimension and social background of characters	observe
		d. demonstrate use of observation in character creation	question interview
		e. evaluate performer's choices in the creation of character	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	3. dramatization/ enactment	a. improvise dialogue and movement appropriate to setting, situation, and characters	observe
		b. demonstrate appropriate interaction with other characters within a scripted scene	observe give rehearsal notes
		c. demonstrate appropriate rehearsal behaviors (e.g., consistent attendance, meeting deadlines and respect for materials)	observe
		d. adapt individual performance in response to audience reaction	observe give rehearsal notes
		e. demonstrate safe practice in rehearsal and performance	observe

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Implementing/Producing stimulus: improvisation, story, or situation	1. environment	a. determine effective furniture placement in a variety of scenes	lead discussion
		b. understand how placement of doors, windows and furnishings affect movements	lead discussion
	2. properties	a. determine all needed properties of a scene or production	utilize checklist
		b. describe properties necessary for specific characters	interview question
	3. costumes	a. understand how costumes help create character and mood	interview question
		b. determine all needed costumes of a production	utilize checklist
	4. makeup	a. understand how makeup or mask help create character and mood	lead discussion
		b. determine all needed makeup of a production	utilize checklist

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Implementing/Producing (continued)	5. lighting	a. understand how lighting creates mood	question, interview
		b. determine all needed lighting of a production	utilize checklist
	6. sound	a. understand how sound can be used to create mood	lead discussion
		b. utilize practical sound effects when required by a script	observe
		c. determine all needed sound requirements of a production	utilize checklist
	7. safety procedures	a. understand equipment and chemicals in all aspects of theatre	test
		b. practice safety procedures	observe

GRADE: 7-8 Goal II - Form Aesthetic Judgments

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama stimulus: classroom performance	1. perception	a. describe the structure of action, the characters and the environment of the drama	lead discussion critique
		b. describe how the performers used movements, voice and language to communicate their characters	lead discussion critique
		c. identify the meaning (theme) of the drama	question test
	2. response	a. describe how the scene or characters made them feel	interview question
		b. name the character(s) with whom they could identify and tell why	interview question
	3. evaluation	a. discuss how the choices of action, characters and environment helped communicate the meaning (theme) of the drama	lead discussion
		b. discuss the clarity of the objectives (what they wanted) and motives (why they wanted it) of the characters	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama (continued)	3. evaluation (continued)	c. discuss the appropriateness of dramatic skills to express characters, action and environment	lead discussion
		d. discuss the response of actors to other characters with appropriate gesture and voice	lead discussion
		e. evaluate the choices made for appropriateness and effectiveness	critique
		f. evaluate effectiveness of voice and language choices	critique
		g. discuss how effective the design elements were in communicating the environment, mood and meaning (theme) of the drama (e.g., selection of costume pieces, props, lighting, sound)	lead discussion
		h. suggest changes that might make the drama episode (scripted or rehearsed improvisation) more interesting (e.g., different choices of characters, different sequence, stronger climax, clearer ending)	question lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama (continued)	3. evaluation (continued)	i. evaluate effectiveness of choices made (e.g., does the dialogue tell the story and sound like the character?)	critique
		j. evaluate the appropriateness of the choices	critique
B. Theatrical Events stimulus: after viewing a performance	1. perception	a. Name the main characters and describe the structure of action (e.g., beginning, problem, events leading to climax and resolution)	test question
		b. recall the visual elements in dramatic performance (e.g., sets, costumes, lights, special effects) and discuss	question lead discussion
		c. discuss the genre (kind) of the play (e.g., realism, fantasy, comedy, serious play)	lead discussion
		d. compare and contrast different dramatic performances (e.g., live theatre, movies, puppet shows, television, drama)	lead discussion critique
		e. discuss the meaning (theme) of the play	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Theatrical Events (continued)	2. response	a. respond in writing to dramatic performance	critique
		b. compare their response to a dramatic performance with the response of others	lead discussion critique
	3. evaluation	a. identify the production elements that contributed to the mood and brought out the theme	question
		b. identify what the actors did to make the characters appropriate to the style of the play	lead discussion

GRADE: 7-8 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Personal Meaning stimulus: a classroom drama experience, play script, or attendance at a theatrical event	1. perception of self	a. discover that participating in dramatic arts can enhance imagination and lead to a feeling of satisfaction and pleasure	interview
		b. develop a deeper understanding of self through analysis and enactment of dramatic characters and action	interview observe
	2. perception of others	a. discuss how participating in or viewing of a drama may have enhanced their understanding of another person's point of view	lead discussion
		b. discuss how several people may solve a given problem in different ways	lead discussion
		c. discuss how classmates' ideas and cooperation contributed to the success of the drama	lead discussion
		d. discuss how different group choices and cooperation could make the drama better	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning stimulus: a dramatic situation based on cultural themes (e.g., community, multiethnic, international)	1. community awareness	a. describe how dramatic situations enhanced their understanding of various ethnic groups in the community	question critique
		b. compare and contrast the ways various groups use dramatic activities to celebrate their uniqueness (e.g., special parades, Maypole, Juneteenth, Cinco de Mayo, O'Odham Tash*)	question critique
		c. analyze how a single community presented in drama reflects multicultural influences	lead discussion

* Juneteenth - anniversary of the receiving of emancipation news by the slaves in the South
Cinco de Mayo - battle won over the French at Puebla
O'Odham Tash - large multitribe festival

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning (continued)	2. global awareness	a. compare and contrast the concept of the hero/heroine in the literature of several cultures (e.g., Anansi the Spider and John Henry)	lead discussion critique
		b. describe the similarities of character types which appear in the literature of various countries (e.g., tricksters, stepmother, wise person, foolish son, haughty princess)	question critique
		c. describe how geography influences the kinds of characters and situations revealed in the literature of various cultures (e.g., jungles, deserts, swamps, frozen tundra, mountains)	question critique

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Historical and Modern Works stimulus: an age-appropriate drama episode	1. dramatic elements	a. describe the action (identifying the obstacles and the sequence of events)	question critique
		b. identify the objectives (what is wanted) and motives (why) of the main characters	lead discussion critique
		c. discuss how the characters change as a result of the action	lead discussion
		d. identify the theme	question test
	2. cultural elements	a. discuss how the story reflects the lifestyle of the people (e.g., dirt floor, no television)	lead discussion
		b. discuss how the folk literature represents its historical period (e.g., feudal systems, samurai)	lead discussion
		c. Discuss how theatre architecture and conventions influenced the dramatic elements of the play (e.g., the ancient Greek amphitheaters and Japanese Kabuki)	lead discussion

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
Personal and Interpersonal Behaviors	1. Group Interaction	a. cooperate with others	use direct questioning of class
		b. listen and respond to the ideas of others	observe and record the verbal and nonverbal response of students
		c. respect the space of others	elicit oral self-evaluation from students
		d. positively interact with peers in drama activities and scenes	observe with a checklist
		e. use problem-solving skills to reach consensus	use student-completed checklist
			conduct informal interviews of individual students
	2. Individual Growth	a. follow class directions and rules	use direct questioning of class
		b. volunteer and participate appropriately in drama activities and scenes	observe and record the verbal and nonverbal response of students
		c. show respect for others' feelings by carefully phrasing evaluative comments	elicit oral self-evaluation from students
		d. respond appropriately to constructive criticism	observe with a checklist

The following concepts are ongoing Personal and Interpersonal Behaviors that are developed through the dramatic arts K-12.

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
	2. Individual Growth (continued)	The students will:	The teacher will: use student-completed checklist facilitate class critiques through audiovisual recording conduct informal interviews of individual students
	3. Audience Skills	a. respect others by listening to and watching their presentations b. demonstrate appropriate audience etiquette	use direct questioning of class observe and record the verbal and nonverbal response of students elicit oral self-evaluation from students observe with a checklist use student-completed checklist conduct informal interviews of individual students

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/Playwriting stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or artifact, music, selected stage property, or costume pieces	1. structure of action	a. identify the characteristics of two basic dramatic forms (e.g., conventional form based on conflict, cause and effect with beginning, middle, and end as in "You Can't Take It with You;" nonconventional form based on tension with a start, center, and stop, a broken or random sequence, as in "Waiting for Godot"	critique
		b. compare and contrast the structure of conventional and nonconventional scripts	critique
	2. character	a. discuss the relationship between qualities of characters and universal qualities of people	lead discussion
		b. identify what a character wants and the actions he takes to attain his goal	critique interview
	3. environment	a. compare and contrast the environments dictated by conventional and nonconventional scripts	critique
		b. describe how dialogue can reveal the environment	question lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Playmaking/Playwriting (continued)	4. meaning	a. discuss the relationship between text and subtext	lead discussion
		b. recognize and explain the use of metaphor and symbol in a text	interview discuss
		c. describe how theme and character are revealed through dialogue	question lead discussion critique
	5. format	a. use the format of play scripts in creating original scripts	utilize checklist
		b. evaluate and rewrite original scripts	critique
B. Performing/Acting	1. dramatic skills		
stimulus: an age-appropriate story, poem, folk tale, myth, legend, photograph, visual art object or artifact, music, selected stage property, or costume pieces	a. sensory perception	a. communicate sensory impressions of objects both imagined and real	observe
		b. communicate sensory impressions of people both imagined and real	observe

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	1. dramatic skills (continued)		
	b. voice/ language	a. demonstrate clear articulation and correct pronunciation in dramatic activities	observe critique
		b. use and understand spoken language appropriate to the context of the group	observe
	c. body/ movement	a. apply conventions of stage movement (e.g., open body position, gesturing with up-stage hand, moving on own lines and entering on up-stage foot)	observe
		b. apply motivated movement	observe
		c. create stage business	observe
		d. identify and utilize conventional body positions (e.g., full front, one-quarter right, three-quarters left)	observe test
	d. concentration	a. apply techniques for overcoming stage fright	observe
		b. transfer acting techniques to performance	observe

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	2. development of character		
	a. imaging/ imagination	a. employ observation, imagination and imitation in characterization	observe critique
		b. prepare character analyses for roles to be portrayed	write a critique
	b. emotional recall	a. identify emotionally with a character	observe interview
		b. transfer personal past emotional experiences to the creation of feelings in a character	interview
	c. character choices	a. use language appropriate for characters	observe
		b. identify traits for known and imagined characters	critique
		c. explain the decisions a character makes	lead discussion question

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Performing/Acting (continued)	3. dramatization/ enactment	a. improvise dialogue and movement appropriate to setting, situation and characters within the ensemble	observe
		b. demonstrate appropriate interaction with other characters within a scripted scene	observe
		c. demonstrate appropriate rehearsal behaviors (consistent attendance, meeting deadlines and respect for materials)	observe critique
		d. adapt individual performance in response to audience reaction	observe lead discussion
		e. demonstrate safe practice in rehearsal and performance	observe

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Implementing/Producing stimulus: improvisation, situation, or story	1. environment	a. select specific scenic elements to represent a visual environment	observe critique
		b. define common terms and list purposes and functions of stage scenery and its construction	test
		c. apply basic building and painting techniques for stage scenery	observe test
		d. identify proscenium, thrust and arena stages	test
		e. define design elements of color, form, line, shape, space	test
		f. recognize types of scenery (e.g., box set, flown scenery, thrust scenery)	test
		g. recognize scenic unit (e.g., flat, step unit, platform, parallel)	test
		h. define common terms and list purposes and functions associated with stage rigging	test
		i. identify each of the nine stage areas	

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Implementing/Producing (continued)	2. properties	a. explain the distinction between set pieces, set props, and personal (hand) props	question
		b. identify all property pieces necessary for dramatic production	utilize checklist
	3. costumes	a. list purposes of stage costumes	test
		b. explain the elements of color, line, shape, texture and mass as applied to costumes	test
		c. identify styles of costumes unique to the major eras	test
		d. list costume requirements of a script	utilize checklist
	4. makeup	a. list purposes of stage makeup	test
		b. identify types of makeup and tools for application	test
		c. demonstrate application of straight, character and stylized makeup	observe test
		d. list makeup requirements of a script	utilize checklist

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
C. Implementing/Producing (continued)	5. lighting	a. list purposes of stage lighting	test
		b. identify lighting instruments and explain their uses	test
		c. understand how the script affects lighting design	lead discussion
		d. patch and operate a dimmer system	test
		e. complete a light plot and instrument schedule	test
	6. sound	a. identify stage sound equipment	test
		b. produce sound effects	test critique
		c. set up and operate sound equipment for a variety of performance situations	test critique

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Classroom Drama stimulus: a classroom performance	1. perception	a. recognize how the use of asides, soliloquies, allegories and symbols adds to the enrichment, knowledge and enjoyment of theatre experiences	lead discussion
		b. recognize growth through the ongoing theatrical experience in perceiving the strengths and possibilities of the human potential	lead discussion interview
	2. response	a. understand that quality theatrical experiences may provide emotional catharsis and kinship with others	question lead discussion
		b. understand through participation or observation that the dramatic arts are a communal experience	lead discussion
		c. examine potential conflict between audience expectation and artistic experiences	lead discussion
	3. evaluation	a. evaluate the appropriateness of the acting style and technique selected for a performance	lead discussion critique
		b. analyze how technical choices contribute to mood, metaphor and meaning	lead discussion critique

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CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Theatre Performance stimulus: after viewing a performance	1. perception	a. recognize how the use of asides, soliloquies, allegories and symbols adds to the enrichment and enjoyment of theatre experience	lead discussion critique
		b. recognize growth through the ongoing theatrical experience in perceiving the strengths and possibilities of the human potential	lead discussion interview
	2. response	a. understand that quality theatrical experiences may provide emotional catharsis	lead discussion
		b. understand through participation or observation that the dramatic arts are a communal experience	lead discussion observation
	3. evaluation	a. evaluate the appropriateness of the acting style and technique selected for a performance	lead discussion critique
		b. evaluate the appropriateness of the elements of theatrical craft in a performance	lead discussion critique

GRADE: 9-12 Goal III - Relate Dramatic Arts and its Significant Works to its Social and Historical Context

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
A. Personal Meaning stimulus: a classroom drama experience, play script, or attendance at a theatrical event	1. perception of self	a. recognize one's capacity for self-examination and change	interview observe
		b. develop a deeper understanding of self through analysis and enactment of dramatic characters and action	interview
	2. perception of others	a. employ skills to manage and direct others	observe
		b. collaborate with others for a unified effect	observe/critique
		c. become aware of the potential of drama to reflect social and moral values	lead discussion

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning stimulus: a dramatic situation based on cultural themes (e.g., community, multiethnic, international)	1. community awareness	a. explore theatre traditions in different cultures in the community	lead discussion
		b. recognize theatre's capacity for providing society an opportunity to examine and evaluate itself, and to produce change	lead discussion
		c. understand the cultural, social and political conditions present when a specific script was written as a basis for interpretation	lead discussion critique writing
	2. global awareness	a. examine significant periods of history across cultures	critique written or oral report
		b. categorize universal themes that recur theatrically in different cultures and times	critique written or oral report
		c. compare way in which playwrights have used the same ideas and subjects in different cultures	critique written or oral report
		d. identify theatre contributors (playwrights, directors, actors) of different cultures and historical periods	critique written or oral report, test

CONCEPT	COMPONENT	ESSENTIAL SKILLS	SUGGESTIONS FOR EVALUATION
		The students will:	The teacher will:
B. Cultural Meaning (continued)	2. global awareness (continued)	e. evaluate a production's faithfulness to historical period and cultural identity	lead discussion critique
		f. recognize that theatre is one index to the artistic and social values and accomplishments of civilization	lead discussion
		g. recognize historical traditions, conventions and styles of acting and theatrical production	test
C. Historical and Modern Works stimulus: an age-appropriate drama episode	1. dramatic elements	a. identify and describe the dramatic elements (e.g., character, action, setting, theme)	test
		b. discuss the interrelationships of the dramatic elements (e.g., how does this character belong in this setting?)	lead discussion
	2. cultural elements	a. discuss how the play reflects the culture and/or the country of its origin (e.g., subject matter, characters, language, environment)	lead discussion critique written or oral report
		b. discuss how the play reflects the historical period (e.g., clothing, occupations, architecture)	critique written or oral report

APPENDIX

DRAMA — ELEMENTARY AND MIDDLE SCHOOL

Student's Name _____ Grade _____

School _____ Teacher _____

Teachers: Circle the appropriate number to the right of each item.

General Learning Behaviors:	High		Average		Low
Follows directions rapidly and accurately	5	4	3	2	1
Maintains concentration and focuses on task at hand	5	4	3	2	1
Takes risks and is open to new experiences	5	4	3	2	1
Participates fully in all activities	5	4	3	2	1
Demonstrates flexibility in work process	5	4	3	2	1
Generates multiple solutions to problems	5	4	3	2	1
Demonstrates independence and initiative	5	4	3	2	1
Extends processes beyond expectations	5	4	3	2	1
Drama Learning Behaviors:					
Shows interest in and enthusiasm for drama	5	4	3	2	1
Demonstrates originality in dramatic expression	5	4	3	2	1
Uses body and voice freely and naturally	5	4	3	2	1
Maintains high energy level	5	4	3	2	1
Feels comfortable with self; is confident while participating in creative drama	5	4	3	2	1
Child's work in drama is honest and believable	5	4	3	2	1
Is self-disciplined and motivated	5	4	3	2	1
Works well in ensemble with others	5	4	3	2	1
Shows appreciation of creative ideas and work of others	5	4	3	2	1
Evaluates own as well as others' work honestly and with insight	5	4	3	2	1

Loretta Cona, Drama Project Specialist, Tucson Unified School District

CREATIVE DRAMA — STUDENT SELF-EVALUATION
GRADE 4

Name: _____

Circle that which says how you feel about drama.

1.	I like doing drama.	Yes	Sometimes	No
2.	I like doing pantomime and try to be believable and clear with my actions.	Yes	Sometimes	No
3.	I am willing to work with everyone in my class, and I cooperate.	Yes	Sometimes	No
4.	I feel comfortable with myself and am confident while participating in drama.	Yes	Sometimes	No
5.	I have ideas for drama problems, characters, and settings, and I share them with the class.	Yes	Sometimes	No
6.	I get involved in acting out characters in drama.	Yes	Sometimes	No
7.	I observe, imagine, and use my voice and body to create characters.	Yes	Sometimes	No
8.	I pay attention during class discussion and drama playing.	Yes	Sometimes	No
9.	I concentrate in character throughout a scene and when doing drama activities.	Yes	Sometimes	No
10.	I try to be believable and honest when acting out characters in drama.	Yes	Sometimes	No
11.	I look for similarities and differences in characters from different stories.	Yes	Sometimes	
12.	I listen to and respond to other characters in drama activities.	Yes	Sometimes	No
13.	I have good self-control when doing drama.	Yes	Sometimes	No
14.	When I see someone doing well, I am willing to compliment that person in discussion.	Yes	Sometimes	No
15.	Drama teaches me important things about myself and others.	Yes	Sometimes	No

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16. I enjoy learning about people from different cultures from drama activities. Yes Sometimes No

17. After doing drama, I want to write dialogue, scenes, or plays. Yes Sometimes No

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CREATIVE DRAMA — STUDENT SELF-EVALUATION
GRADES 5 AND 6

Name: _____

Circle that which says how you feel about drama.

1.	I like doing drama.	Yes	Sometimes	No
2.	I like doing pantomime and try to be believable and clear with my actions.	Yes	Sometimes	No
3.	I am willing to work with everyone in my class, and I cooperate.	Yes	Sometimes	No
4.	I feel comfortable with myself and am confident while participating in drama.	Yes	Sometimes	No
5.	I have ideas for drama problems, characters, and settings, and I share them with the class.	Yes	Sometimes	No
6.	I get involved in acting out characters in drama.	Yes	Sometimes	No
7.	I observe, imagine, and use my voice and body to create characters.	Yes	Sometimes	No
8.	I pay attention during class discussion and drama playing.	Yes	Sometimes	No
9.	I concentrate in character throughout a scene and when doing drama activities.	Yes	Sometimes	No
10.	I try to be believable and honest when acting out characters in drama.	Yes	Sometimes	No
11.	I look for similarities and differences in characters from different stories.	Yes	Sometimes	No
12.	I listen to and respond to other characters in drama activities.	Yes	Sometimes	No
13.	I have good self-control when doing drama.	Yes	Sometimes	No
14.	When I see someone doing well, I am willing to compliment that person in discussion.	Yes	Sometimes	No
15.	Drama teaches me important things about myself and others.	Yes	Sometimes	No

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16.	I enjoy learning about people from different cultures from drama activities.	Yes	Sometimes	No
17.	After doing drama, I want to write dialogue, scenes, or plays.	Yes	Sometimes	No
18.	I can discuss ideas that do not work in a cooperative way.	Yes	Sometimes	No
19.	I understand how drama relates to me and the world around me.	Yes	Sometimes	No

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SAMPLE CRITIQUE FORM

NOTE: Evaluate using a check to indicate that the objective was achieved and then add any additional comments.

HIGH SCHOOL DRAMA STUDENT EVALUATION

Voice

1. Audible [ ]

2. Clear diction [ ]

3. Variety in rate, volume, pitch [ ]

4. Believable vocal quality for the character [ ]

5. Spontaneous delivery of lines [ ]

6. Special problems handled effectively (e.g., topping, picking up cues, dialects, etc.) [ ]

7. Accurate memorization of script [ ]

Movement

1. Motivated (communicated character's desire with believable action where the voice and body work together toward believability) [ ]

2. Relaxed control (forgot self and stayed in character) [ ]

3. Believable facial expression [ ]

4. Appropriate eye contact [ ]

5. Open to audience [ ]

6. Technically correct (If given, followed set blocking) [ ]

Sharon Aoki, Drama Specialist, Tucson Unified School District

Characterization

1. Clear objectives [ ]

2. Communicated external qualities of the character [ ]

3. Communicated internal qualities of the character [ ]

4. Clear and consistent, evoking audience belief [ ]

5. Listen and respond appropriately to other characters [ ]

6. Faithful to the playwright [ ]

Overall Impact

Additional Remarks:

Sharon Aoki, Drama Specialist, Tucson Unified School District

Additional Remarks for Comedy

1. Projected the humor without exploiting the part [ ]

2. Showed good timing for comic effect [ ]

Additional Remarks for Pantomime

1. Action accurate and believable [ ]

2 Action carefully selected (no random action) [ ]

3. Movement well organized and clearly executed [ ]

Sharon Aoki, Drama Specialist, Tucson Unified School District

DUO-ACTING
FOLLOWING STAGE DIRECTIONS

Name _____

	Excellent	Good	Needs Improvement
I. Voice			
A. Audible	[ ]	[ ]	[ ]
B. Clear	[ ]	[ ]	[ ]
C. Interpretation	[ ]	[ ]	[ ]
II. Movement			
A. Followed given blocking	[ ]	[ ]	[ ]
1. Stage areas	[ ]	[ ]	[ ]
2. Body positions	[ ]	[ ]	[ ]
3. Timing	[ ]	[ ]	[ ]
B. Spontaneity	[ ]	[ ]	[ ]
III. Memorization	[ ]	[ ]	[ ]

Larry Whitesell, Shadow Mountain High School, Paradise Valley Unified School District, Phoenix

MONOLOGUE EVALUATION

Name _____

I. Introduction [ ]

II. Voice

A. Audible [ ]

B. Clear [ ]

C. Variety [ ]

D. Thought groups [ ]

III. Movement

A. Communication inner meaning [ ]

B. Open to audience [ ]

IV. Memorization [ ]

PREPARED AUDITION EVALUATION

Name _____

Selection _____

I. Suitable selection (one you can play) _____

II. Understanding material (read whole script) _____

III. Reveal emotional attitude toward others _____

IV. Identified conflict revealed through actions _____

V. Suitable setting _____

VI. Voice

- A. Audible _____
- B. Clear _____
- C. Motivated _____
- D. Reveals character _____

VII. Movement

- A. Technically correct _____
- B. Motivated _____

VIII. Focus appropriate _____

IX. Memorization _____

THEATRE PRODUCTION
LIGHT PLOT EVALUATION

Name _____

I. Floor plan _____

II. Areas of light _____

III. Types of instruments _____

IV. Where instruments hang _____

V. Which instrument/which area _____

VI. Two instruments/area _____

VII. 45-degree angles _____

VIII. Comments:

_____

_____

_____

_____

INSTRUMENT SCHEDULE EVALUATION

Name _____

I. Followed light plot _____

II. Information correct _____

III. Used area or directional design _____

IV. Complete _____

ORAL INTERPRETATION
CHILDREN'S LITERATURE

Name _____

I. Voice audible _____

II. Voice clear _____

III. Voice flexible _____

A. Created different voice for different characters _____

B. Created believable (conversational) voice for each character _____

C. Created mood _____

WHITE MODEL EVALUATION

Name _____

I. Followed floor plan _____

II. Elevation detail _____

III. Followed directions _____

IV. Completeness _____

V. Neatness _____

ORAL INTERPRETATION EVALUATION

Name _____

I. Introduction
   - A. Author/Title _____
   - B. Mood _____
   - C. Necessary information _____
   - D. Memorized _____

II. Voice
   - A. Diction _____
   - B. Projection _____
   - C. Variety _____
     1. Rate _____
     2. Volume _____
     3. Pitch _____
     4. Quality _____

III. Analysis
   - A. Thought groups _____
   - B. Pausing _____
   - C. Emphasis _____
   - D. Imagery _____
   - E. Cutting/Editing _____

IV. Physicalize
   - A. Focus _____
     1. Appropriate _____
        a. Out of script _____
        b. Placement _____
     2. Consistent _____
   - B. Facial expression _____
   - C. Gestures _____
   - D. Body tension/relaxation _____

DUO-ACTING COMEDY EVALUATION

Name _____

I. Voice audible and clear _____

II. Movement technically correct _____

III. Playing comedy _____

A. Comic sense and timing _____

B. Objectivity and suitable restraint _____

C. Sense of projection _____

D. Variety _____

IV. Memorization _____

DUO-ACTING EVALUATION
BASIC DRAMA PROJECTS

Name _____

I. Characterization

A. Mental characteristics

1. Intelligent _____
2. Clever _____
3. Dull _____
4. Slow _____

B. Emotional characteristics

1. Confident _____
2. Outgoing _____
3. Timid _____
4. Nervous _____

C. Motivating desire

1. What does the character want?

_____

2. What will he do to get it?

_____

II. Actors' double role

A. Belief in what character is doing, feeling, saying _____

B. Maintain technical control

1. Voice clear and audible _____
2. Movement indicates feelings/relationships _____

III. Memorization _____

EVALUATION FORM
THEATRE ARTS

Name _____

I. Voice

A. Audible _____

B. Clear _____

C. Spontaneous _____

II. Movement

A. Blocking _____

1. Inner meaning _____

2. Technical necessity _____

B. Spontaneous _____

III. Stage setting _____

IV. Memorization _____

DUO-ACTING
MOTIVATING MOVEMENT

Name _____

I. Voice

A. Audible _____

B. Clear _____

C. Interpretation _____

II. Movement

A. Circumstance/Desire _____

B. Actor's double role _____

C. Communicated technical and emotional intent _____

III. Memorization _____

INTRODUCTION TO THEATRE
DUO-ACTING EVALUATION

Name _____

I. Voice

A. Audible _____

B. Clear _____

C. Spontaneous _____

II. Movement

A. Technical _____

1. Open _____

2. Counter X _____

3. Shared/Gave/Took _____

B. Motivated

1. Circumstance/Desire _____

2. Justification _____

3. Subtext _____

III. Memorization _____

Comments:

_____

_____

_____

_____

GLOSSARY

GLOSSARY

Aesthetic Response . . . . . A person's affective and cognitive reaction to a work of art.

Antagonist . . . . . The main opponent of the central character or protagonist.

Articulation . . . . . The shaping of sounds by a speaker's lips, teeth, tongue, jaw, and hard and soft palates.

Character . . . . . A person, animal, or entity in a story, scene, or play with specific distinguishing physical, mental, and attitudinal attributes. Character portrayal is likely to be more complex and unpredictable than role portrayal.

Characterization . . . . . The process of creating a believable "person" by exploring that person's physical, social, and psychological dimensions.

Climax . . . . . The point from which the major conflict can go no further without bringing about a resolution; the highest point of dramatic tension.

Conflict . . . . . Tension between two or more characters or between action and ideas; the fundamental struggle that leads to crisis and climax of a scene or play.

Costume . . . . . An actor's stage clothing.

Dialogue . . . . . Words spoken by the characters in a play to communicate their thoughts, feelings, and actions.

Denouement . . . . . The conclusion of the plan in which the problem is resolved.

Dramatic Activities . . . . . Such activities as pantomime, creative movement, improvisation, creative drama, storytelling, choral reading, story dramatization, story theatre, puppetry, reader's theatre, role playing, and theatre games.

Dramatic Elements . . . . . Six major elements of drama according to Aristotle: plot, character, theme, dialogue, music, and spectacle.

Ensemble . . . . . The harmonious blending of the efforts of the many artists involved in a dramatic activity or theatrical production.

Evaluation . . . . . Appraising personal efforts as well as reflecting on the efforts of others.

Gesture . . . . . An expressive movement that communicates.

GLOSSARY (Continued)

Imagination . . . . . The process of forming a mental picture of what is not physically present or of what has never been actually experienced, or the process of combining and altering images from previous experience.

Imaging . . . . . The forming of previously perceived pictures, sounds, smells, tastes, tactile, and kinesthetic feelings.

Improvisation . . . . . The spontaneous use of movement and speech to create a character or object in a particular situation.

Informal Drama . . . . . Dramatic activity of any sort that is not designed for presentation, but is designed just for the experience of its educational value.

Lighting . . . . . The illumination of the stage by means of artificial light.

Makeup . . . . . Cosmetics used to change the appearance of the face and other exposed surfaces of the body to emphasize characteristics appropriate to a role.

Pantomime . . . . . Action without words.

Perception . . . . . The use of the sense (sight, sound, touch, smell, taste, and kinesthesis) to gain information from the physical environment. Such experiences are stored in memory and may be recalled and applied to new experiences.

Performance . . . . . An intentional presentation in front of at least one other person. In a broad sense, performance refers to the presentation of any kind of entertainment, from a play to a rock concert, from a solo presentation to an ensemble collaboration.

Plot . . . . . The story as revealed through the action and dialogue of the characters. Conventional form usually includes a beginning, middle, and end with a problem, complications, and a solution.

Properties/Props . . . . . Any object used in performance (excluding scenery, lights, and costumes) such as furniture, utensils, ornaments, and personal possessions.

Protagonist . . . . . The character whom the audience wants to win the conflict of the story.

Scenery/Set . . . . . The physical environment in which the performance takes place.

Script . . . . . The written dialogue, description, and directions provided by the playwright.

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GLOSSARY (Continued)

Sensory Awareness . . . . . Heightened perception of physical sensations and emotional states.

Sound Effects . . . . . Actual or simulated sounds used to create an aural atmosphere.

Story Dramatization . . . . . The process of improvisationally making an informal play based on a story. Young children are often guided by a leader who tells or reads a story while the children take on all the roles, each working in his own space. Older children generally assume a specific role and collaborate to dramatize a story, often interchanging roles and experimenting with ideas.

Theme . . . . . The central thought, idea, or significance of action with which a play deals.

Vocal Characteristics . . . . . Those traits which determine one's voice: pitch, volume, rate, and quality.

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